

The Influence of Teachers' Competence and School Management on Teachers' Performance

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Abstract: This study examines the simultaneous and partial influence of teacher competence and school management on teacher performance at State Elementary Schools in Ilir Barat 1 District, Palembang. Using a quantitative descriptive method, data was collected via questionnaires from 229 teachers sampled from a population of 534 across 29 schools. Analysis involved normality, linearity, and multicollinearity tests, followed by correlation, regression, t-tests, and F-tests. The results confirm that both teacher competence and school management have a positive and significant effect on teacher performance, both partially and simultaneously. The novelty lies in quantifying their combined impact within this specific regional context. Practically, these findings underscore the need for integrated professional development and administrative training programs. The study's contribution is empirical evidence for educational policymakers and school leaders to prioritize holistic strategies that enhance both individual teacher capabilities and overarching managerial systems to improve overall educational outcomes.

Keywords: Elementary School, School Management, Teachers' Competence, Teachers' Performance

A. Introduction

Education is the main foundation in building high-quality and highly competitive human resources. As the spearhead of education, teachers have a strategic role in determining the success of education, especially at the basic education level which lays the foundation of science and the formation of students' character. Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in the formal education pathway, primary education, and secondary education. The quality of education in Indonesia will be greatly influenced by the performance of teachers in carrying out their professional duties.

Teacher performance is an important focus in efforts to improve the quality of national education. According to (Supardi, 2018) teacher performance is the ability of a teacher

to carry out learning tasks and be responsible for students under his guidance by improving student learning achievement. While Mangkunegara (2018) defines performance as the result of work in terms of quality and quantity achieved by a person in carrying out his duties in accordance with the responsibilities given to him. In the context of education, teacher performance is not only measured by mastery of learning materials and methodologies, but also the ability to manage classes, build interaction with students, develop learning media, and evaluate learning.

Based on initial observations made in several State Elementary Schools in Ilir Barat I District, Palembang, several problems were found related to teacher performance. First, there are still teachers who are not optimal in arranging learning tools that suit the needs of students and curriculum demands. Second, the variety of learning methods used tends to be monotonous and does not make use of information technology. Third, classroom management and handling of student problems have not been carried out effectively. Fourth, learning evaluation has not been carried out comprehensively which includes cognitive, affective, and psychomotor aspects. Fifth, teachers' self-development through scientific activities such as classroom action research and publication of scientific papers is still low.

Data from the Palembang City Education Office shows that of the 324 teachers of State Elementary Schools in Ilir Barat I District, only about 65% have good performance based on the results of the Teacher Performance Assessment (PKG). This is certainly a serious concern because teacher performance that is not optimal will have an impact on the quality of learning and student learning achievement. According to Mulyasa (2023) Good teacher performance will encourage the creation of effective learning and will affect the achievement of national education goals. Therefore, it is necessary to conduct an in-depth study of the factors that affect teacher performance, one of which is teacher competence and school management. Details of the data can be seen in the following table:

Table 1. Performance Data of State Elementary School Teachers in Ilir Barat I District, Palembang City

No	Performance Categories	Number of Teachers	Percentage (%)	Remarks
1	Good Performance	210	65	Meets PKG standards
2	Performance Not Optimal	114	35	Not yet meeting PKG standards
Total		324	100	Ilir Barat I District

Source: Palembang City Education Office (2025)

Teacher competence is one of the important factors that affect teacher performance. Law Number 14 of 2005 concerning Teachers and Lecturers stipulates four competencies that must be possessed by teachers, namely pedagogic competence, personality competence, social competence, and professional competence. According to Mulyasa (2023) pedagogic competence is related to the ability of teachers to manage

learning, understand the characteristics of students, design and implement learning, and evaluate learning outcomes. Personality competencies include a steady, stable, mature, wise, authoritative personality, being a role model for students, and having noble character. Social competence is related to the ability of teachers to communicate and interact effectively with students, fellow educators, education staff, parents/guardians, and the community. Meanwhile, professional competence includes a broad and in-depth mastery of learning materials that allow teachers to guide students to meet the set competency standards.

Based on the results of the 2019 Teacher Competency Test (UKG) in Palembang City, the average competency score of elementary school teachers in Ilir Barat I District is in the sufficient category with a score of 67.45 (scale of 100), below the minimum standard set at 70. The problems of teacher competence in Ilir Barat I Palembang District include: first, teachers' pedagogic competence still needs to be improved, especially in terms of mastery of learning theory, curriculum development, and the use of learning technology. Second, the professional competence of teachers has not been optimal, especially in mastering the material, structure, concepts, and scientific mindset that supports the subjects taught. Third, teachers' social competence still needs to be developed, especially in communicating with students' parents and the community. Fourth, teachers' personality competencies need to be strengthened, especially in the aspects of work ethic, responsibility, and example.

In addition to teacher competence, school management is also a crucial factor that affects teacher performance. School management includes planning, organizing, implementing, and supervising educational resources to achieve educational goals effectively and efficiently (Ajasan, 2016). According to Mulyasa (2023) effective school management is characterized by strong principal leadership, a conducive school environment, effective management of education personnel, a positive school culture, compact teamwork, high community participation, and accountability.

The results of observations in several State Elementary Schools in Ilir Barat I District, Palembang, show that school management has not run optimally. First, school program planning is still a formality and has not been oriented towards quality development. Second, the organization of resources has not been effective, as can be seen from the disproportionate division of tasks and the placement of teachers who are not in accordance with their competence. Third, the implementation of school programs has not been carried out consistently and integrated. Fourth, supervision and evaluation of school programs have not been carried out in an ongoing manner. Fifth, stakeholder involvement in school management is still low.

Research conducted by Pratiwi (2021) shows that good school management can create a conducive work climate so as to increase teacher motivation and performance. In line with that, Suharsaputra (2018) states that effective school management can facilitate the professional development of teachers and encourage improvement in the

quality of learning. Thus, improving school management is one of the important strategies in improving teacher performance.

Teacher competency development and school management improvement are two things that are interrelated and affect each other. According to Danim (2017) high teacher competence will support the implementation of effective school management, and conversely, good school management will facilitate the development of teacher competence. In the context of State Elementary Schools in Ilir Barat I District, Palembang, these two factors need serious attention to improve teacher performance and the overall quality of education.

According to the research, it can be concluded from interviews with several school principals in Ilir Barat I District of Palembang, it was revealed that there is still a gap between teacher competence and professional demands. Many teachers already have S1 or D-IV academic qualifications, but have not shown optimal performance in carrying out their professional duties. In addition, the school management has not fully supported the professional development of teachers. Teacher competency development programs are still incidental and have not been integrated into the school management system. As a result, the improvement of teacher qualifications and certification has not had a significant impact on improving teacher performance and the quality of education.

In the era of the industrial revolution 4.0 and society 5.0, the challenges of education are increasingly complex. Teachers are not only required to master learning materials, but must also have 21st century skills such as critical thinking, creativity, communication, and collaboration skills. In addition, teachers also need to master information and communication technology to develop innovative learning that is relevant to the needs of students. According to Sani (2018) teachers in the digital era must be able to adapt to technological changes and integrate them in the learning process to prepare students for future challenges.

In the context of education in Ilir Barat I District, Palembang, there are still many teachers who are not ready to face the challenges of the digital era. Based on data from the Palembang City Education Office, only about 40% of elementary school teachers in Ilir Barat I District have utilized information technology in learning. This indicates that teachers' competence in mastering technology still needs to be improved. In addition, school management has also not fully supported digital transformation in learning. Information and communication technology infrastructure in schools is still limited, and teacher competency development programs in the use of technology have not been a priority in school management.

Research conducted by (Widodo, 2017) showed that there was a positive and significant relationship between teacher competence and teacher performance with a correlation coefficient of 0.72. These results are supported by research (Nuraini et al.,

2018) which found that teacher competence contributed 56.3% to teacher performance. Meanwhile, Hidayat's research (2023) shows that school management has a positive effect on teacher performance with a contribution of 48.7%. These studies affirm the importance of teacher and school management competence in improving teacher performance.

The implementation of the independent curriculum as a form of the Independent Learning policy is also a challenge for teachers and schools. The independent curriculum provides flexibility for teachers to develop learning that suits the needs and characteristics of students. However, this flexibility needs to be balanced with adequate teacher competence and supportive school management. According to the Ministry of Education and Culture (2020), the implementation of the independent curriculum requires teachers who have competence in designing student-centered learning, developing learning projects, and conducting comprehensive assessments.

Based on the results of discussions with school supervisors in Ilir Barat I District, Palembang, there are still many teachers who have difficulties in implementing the independent curriculum. These difficulties include designing student-centered learning, developing learning projects, and conducting assessments in accordance with the principles of the independent curriculum. In addition, school management is also not optimal in facilitating teachers to implement the independent curriculum, both in terms of competency development and the provision of learning infrastructure.

Low teacher performance also has an impact on the quality of student learning outcomes. Data on the results of the 2021 National Assessment (AN) shows that the average reading literacy and numeracy scores of elementary school students in Ilir Barat I Palembang District are still below the national average. This indicates that the quality of learning carried out by teachers is not optimal in developing students' basic abilities. According to Slameto (2013) good teacher performance will have a positive impact on student learning outcomes, because teachers who perform well will be able to design and implement effective learning according to the needs and characteristics of students.

Teacher competency development and school management improvement are two important strategies in improving teacher performance. According to Sudjana (2020) teacher competency development can be done through education and training, classroom action research, lesson studies, seminars, workshops, and other collaborative activities. Meanwhile, school management improvements can be done through strengthening the leadership of school principals, developing school culture, increasing stakeholder participation, and implementing an internal quality assurance system (Muhaimin, 2019). Therefore, the researcher seeks to find the problems that occur in Ilir Barat I District, Palembang, efforts to develop teacher competencies and improve school management have not been carried out systematically and

sustainably. Teacher competency development activities are still sporadic and have not been based on needs analysis. Meanwhile, the school management improvement program has not been implemented consistently and integrated. As a result, the improvement in teacher performance has not been significant and has not had an impact on improving the overall quality of education.

Based on the description of the problem above, research on the influence of teacher competence and school management on the performance of State Elementary School teachers in Ilir Barat I Palembang District is important to be carried out. The results of this study are expected to provide an empirical picture of the contribution of teacher competence and school management to teacher performance, as well as become the basis for formulating policies and programs to improve teacher performance that are more effective and sustainable.

Research conducted by Susanto (2016) showed that the competence of teachers and school management together affected teacher performance with a contribution of 65.8%. This indicates that improving teacher performance can be done through teacher competency development and simultaneous improvement of school management. However, the research was conducted in a different context, so it is necessary to conduct a more in-depth study in the context of State Elementary Schools in Ilir Barat I District, Palembang. In addition to the empirical aspect, this research also has theoretical significance. According to Danim (2017) the study of teacher performance from the perspective of education management still needs to be enriched, especially in the context of basic education in Indonesia. This research is expected to contribute to the development of concepts and theories about teacher performance, teacher competence, and school management, as well as the relationship between these three variables in the context of basic education in Indonesia.

Based on the background that has been described, the researcher is interested in conducting a research entitled "The Influence of Teacher Competency and School Management on the Performance of State Elementary School Teachers in Ilir Barat I District, Palembang". This research is expected to contribute to efforts to improve teacher performance and the quality of education in Ilir Barat I District of Palembang in particular, and basic education in Indonesia in general.

The formulation of the problem in this study is: 1) Is there a significant influence of teacher competence on the performance of State Elementary School teachers in Ilir Barat 1 Palembang District? 2) Is there a significant influence of school management on the performance of State Elementary School teachers in Ilir Barat 1 Palembang District? 3) Is there a significant influence on teacher competence and school management together on the performance of State Elementary School teachers in Ilir Barat 1 District, Palembang?

B. Methods

This study aims to analyze the influence of teacher competence and school management on teacher performance in public elementary schools in Ilir Barat 1 District, Palembang. The research method used is a quantitative approach with a correlational research design. This research was conducted at a State Elementary School located in the Ilir Barat 1 District area, Palembang City, which amounted to 229 teachers from 10 elementary schools. The author carried out research ranging from planning, preparation, implementation, data analysis, to media reporting from April 2025 to September 2025. The author conducted the research by applying quantitative methods. Sugiyono interpreted that quantitative research is applied based on the philosophy of positivism to examine populations or samples with certain criteria, data acquisition using instruments, and statistically analyzed so that hypotheses can be tested. The tools used must be genuine, reliable, and unbiased. Data are collected correctly against a representative sample (Sugiyono, 2020). Sugiyono (2020) explains that quantitative research can use experimental and survey methods. Sugiyono further explained that quantitative survey research is applied to obtain past or current data on opinions, characteristics, behaviors, examine the relationship between various factors, and test theories about the impact of psychological and social variables on certain groups. Data obtained can be through observations, interviews or in-depth questionnaires whose results are then likely to be realized (Sugiyono, 2020).

The author carried out the research by applying the quantitative survey method. Quantitative survey research can be applied using descriptive, comparative, associative, associative comparative, and causal relationship approaches. Referring to the characteristics of problem formulation, the author conducts quantitative survey research with a causal associative approach. The formulation of causal associative problems illustrates cause and effect, namely whether there is an influence of Teacher Competence and School Management on the Performance of State Elementary School Teachers in Ilir Barat 1 District, Palembang City. The research population consisted of 534 public primary school teachers in the region, and a sample of 229 teachers was selected using appropriate sampling techniques, such as simple random sampling or stratified sampling (depending on the specific design used).

Table 1. Teacher Population Data

No	Work Unit	Accreditation	Total Population
1	SD Negeri 1 Palembang	A	31
2	SD Negeri 2 Palembang	A	26
3	SD Negeri 6 Palembang	A	22
4	SD Negeri 12 Palembang	A	23
5	SD Negeri 17 Palembang	A	20
6	SD Negeri 19 Palembang	A	18
7	SD Negeri 21 Palembang	A	26
8	SD Negeri 23 Palembang	A	33
9	SD Negeri 25 Palembang	A	30

10	SD Negeri 26 Palembang	A	15
11	SD Negeri 03 Palembang	B	11
12	SD Negeri 04 Palembang	B	24
13	SD Negeri 05 Palembang	B	15
14	SD Negeri 07 Palembang	B	11
15	SD Negeri 08 Palembang	B	7
16	SD Negeri 09 Palembang	B	12
17	SD Negeri 10 Palembang	B	9
18	SD Negeri 11 Palembang	B	24
19	SD Negeri 13 Palembang	B	23
20	SD Negeri 15 Palembang	B	13
21	SD Negeri 16 Palembang	B	16
22	SD Negeri 20 Palembang	B	9
23	SD Negeri 22 Palembang	B	11
24	SD Negeri 24 Palembang	B	26
25	SD Negeri 27 Palembang	B	15
26	SD Negeri 28 Palembang	B	16
27	SD Negeri 29 Palembang	B	10
28	SD Negeri 14 Palembang	C	27
29	SD Negeri 18 Palembang	C	11
Quantity			534

Source: Dapodik Data (2025)

According to Sugiyono (2020) A portion of the size and composition of the population makes up the sample. Whenever we want to draw a broader conclusion from our sample, we do what's known as sample research. When we say that research findings can be applied to the population as a whole, we are making generalizations. A sample is a randomly selected portion of the total population, determined by specific criteria, which are intended to accurately represent the whole. This study uses a purposive sample method, which is determined by many factors (Sugiyono, 2020). Purposive sampling is a strategy that involves selecting a portion of the current population based on specific criteria. Therefore, to find out how many samples will be targeted in this study, the researcher uses the Slovin formula. Here's how the researcher determines how many samples are needed for the study using this formula:

$$n = 534 / (1 + (534 \times (0.05)^2))$$

$$n = 534 / (1 + (534 \times 0.0025))$$

$$n = 534 / (1 + 1,335)$$

$$n = 534 / 2,335$$

$$n = 228,69 \approx 229$$

The Slovin formula indicates that 229 samples from 10 elementary schools in Ilir Barat 1 Palembang District were needed for this investigation, with a total population of 534 elementary school classroom teachers and an error tolerance rate of 0.05. In this study, the sample was determined to be representative of each school accreditation category. The details of the sample can be seen in the following table:

Table 2. Sample Data

No	Work Unit	Accreditation	Number of Teachers
1	SD Negeri 01 Palembang	A	31
2	SD Negeri 06 Palembang	A	22
3	SD Negeri 12 Palembang	A	23
4	SD Negeri 21 Palembang	A	26
5	SD Negeri 04 Palembang	B	24
6	SD Negeri 05 Palembang	B	15
7	SD Negeri 11 Palembang	B	24
8	SD Negeri 24 Palembang	B	26
9	SD Negeri 14 Palembang	C	27
10	SD Negeri 18 Palembang	C	11
Quantity			229

Source: Dapodik Data, Processed (2025)

Referring to this, the number of samples used in this study is 229 people. Data were collected through research instruments in the form of questionnaires, observations, or interviews that have been validated to measure the variables of teacher competence, school management, and teacher performance. Data analysis is carried out using statistical techniques, such as regression analysis or correlation tests, to identify relationships and influences between variables. Thus, this research method is systematically designed to provide valid and reliable results in evaluating the relationship between teacher competence and school management on teacher performance.

C. Results and Discussion

Analysis of the Influence of Teacher Competence on Teacher Performance

The results of this study show that the teacher competency variable has a significant influence on teacher performance by 57.8% while the remaining 42.2% is influenced by other factors that were not studied in this study. These findings corroborate the rejection of the zero hypothesis, which states that there is no relationship between teachers' competence and their performance at Ilir Barat I District State Elementary School in Palembang. Specifically, the hypothesis proposed asserts that an increase in the level of competency of primary school teachers will directly contribute to improved performance, which ultimately affects students' academic achievement.

Furthermore, the dominant influence of teacher competence on performance is found in the context of certification and work motivation, where competence is a key variable that distinguishes the performance of certified teachers. In this study, the contribution of 57.8% of competencies showed that improving the professional qualifications of elementary teachers can be the main intervention for performance optimization at the public-school level. This is reinforced by Rusdiana et al. (2023), who found that teacher certification and work motivation positively affect the performance of State Junior

High School teachers in Kertapati District, Palembang, with a population of 94 certified teachers as a sample. The study used a quantitative descriptive method with numerically based primary data from questionnaires and observations, showing the effect of separate and combined certifications on performance, similar to how competency here dominated 57.8% of performance variations (Rusdiana et al., 2023). This comparison indicates that in the Palembang primary school environment, competence is not only a prerequisite for certification but also as the main driver, where external factors such as motivation only account for the rest.

This study also underscores the role of competency mediation in the relationship between leadership factors and teacher performance, where improving competence directly increases teaching effectiveness. With a contribution of 57.8%, these findings emphasize that competent elementary school teachers are able to manage the classroom better, so that student achievement is boosted. The relationship is clearly seen in the research of Ningsih et al. (2020), which revealed the direct and indirect influence of teacher competence on performance through leader-member exchange in private vocational schools. Their findings include a strong relationship between competencies and leadership exchange, as well as a significant influence of certification on performance, concluding that competencies mediate up to 57% of similar variations. Although different places are different, the similarity of quantitative methodologies reinforces the generalization that competence as the main independent variable can be applied across educational levels (Ningsih et al., 2020).

In addition, regression analysis in this study shows that the model of the influence of competency on performance has a high coefficient of determination, which reflects the relevance of this variable in the local context of Palembang. Other factors such as school administration or infrastructure only accounted for 24.4%, indicating the priority of competency development. This is in line with Franky et al. (2021), who reported a Pearson product moment correlation of 0.798 or 63.7% between the certification program (X1) and teacher competency (X2) on performance (Y) at SMP Negeri Kebon Jeruk District, West Jakarta. Their regression equations ($\hat{Y} = 8.818 + 0.152 X1 + 0.734 X2$) show competency contributions are more dominant than certifications, similar to the 75.6% dominance here, although the higher percentages may be due to the exclusive focus on competencies without separate certification variables (Franky et al., 2021).

In the perspective of school leadership, teacher competence is proven to be the main mediator that strengthens the impact of leadership style on performance, especially in public schools. The findings of this study that improving competencies directly improves the performance of elementary teachers are in line with the dynamics in which school principals play a role in competency development. Research by Cempaka et al. (2023) supports this by showing that the leadership style and managerial competence of school principals affect the performance of State Junior High School teachers in Kayuagung District by 71.2%, which is close to 75.6% here.

The difference lies in variable X (leadership style vs. teacher competence), but the similarity in variable Y of teacher performance and quantitative methods confirm that teacher competence as a core element can be improved through leadership support, thereby reducing dependence on external factors by 24.4% (Cempaka et al., 2023).

The study also highlights the integration of competencies with organizational culture, where an influence of 75.6% indicates that an elementary school environment that supports competency development will result in optimal performance. Other factors such as certification or motivation can be integrated to close the 24.4% gap. Zulfakar et al. (2020) strengthened this argument by finding a significant influence of organizational culture, competence, and certification on teacher performance, both separately and combined. The main similarities are the variables of teacher certification and performance, which suggests that competence as a primary driver is consistent in various contexts, although here it is more dominant because of the focus on public elementary schools (Zulfakar et al., 2020).

Finally, the practical implication of these findings is the need for a continuous competency development program for primary school teachers, given its contribution of 75.6% to student performance and achievement. Differences in variable X (leadership and means vs. competence), but similarities in Y teacher performance and quantitative methods suggest that competence can be a bridge between leadership and infrastructure, thereby maximizing overall influence (Santi et al., 2023). Similarly, Mardiah et al. (2022) found that clinical supervision and principal leadership had a positive effect on the performance of high school teachers in Palembang, with differences in the X variable of supervision, but similarities in the impact of competency-mediated performance (Mardiah et al., 2022). Similar findings from Antoni et al. (2023) on certification and motivation at Kayuagung High School, Choirul Anam et al. (2023) on knowledge and experience at MAN Sampang, Mandasari et al. (2023) at MA Padang Lawas, Mohamad Akuba et al. (2021) at Gorontalo High School, Nurain et al. (2023) at Enrekang Elementary School, and Jaliah et al. (2020) at Prabumulih Junior High School all confirm the pattern of competency influence as a dominant variable, although with variations in loci and supporting factors (Antoni et al., 2023; Anam et al., 2023; Mandasari et al., 2023; Akuba et al., 2021; Nurain et al., 2023; Jaliah et al., 2020). Overall, this study enriched the literature with empirical evidence that teacher competence is a key pillar of performance in Palembang public elementary schools, with the potential for replication in similar areas.

Analysis of the Influence of School Management on Teacher Performance

The results of hypothesis testing in this study revealed that the school management variable had a substantial influence on teacher performance by 21.3% while the remaining 78.7% was influenced by other factors that were not studied in this study. Despite the mention of the acceptance of the null hypothesis, the SPSS analysis data

version 26 with a t-calculated value for X^2 of 0.022 (less than 0.05) clearly leads to H_0 's rejection, which states that there is a positive and significant influence of school management on teacher performance at SD Negeri Kecamatan Ilir Barat I Palembang. These findings confirm that improving the quality of school management such as planning, organizing, and supervision will directly increase the effectiveness of teacher teaching, thereby supporting student achievement. This is in line with the research of Jaliah et al. (2020), which found that the leadership of the principal and the management of the principal have a positive and significant influence on teacher performance at SMP Negeri Prabumulih, both partially and combined, with a focus on aspects of school resource management which is similar to the dominance of 78.6% here (Jaliah et al., 2020).

The dominant influence of school management by 21.3% shows that the administrative structure and operational support of the school are the main foundations in shaping teacher performance, where external factors such as motivation only contribute the rest. In the context of Palembang public elementary schools, effective management ensures optimal resource allocation, so that teachers can focus on teaching. This study is strengthened by Nurain et al. (2023), who concluded that school-based management significantly impacts teacher performance at SDN 150 Baibo, Masalle District, Enrekang Regency, with the single X variable of school management as the main driver. Although the loci are different, the equations on the Y variable of teacher performance and quantitative methods confirm that the substantial influence of management as shown by t-count 0.022 here can be generalized, where good management reduces dependence on other factors to below 22% (Nurain et al., 2023).

Furthermore, a partial analysis of the influence of school management on teacher performance highlights the role of mediation in leadership dynamics, where school management acts as a bridge between policy and daily implementation. With H_0 's rejection based on a significance of 0.05, these findings indicate that teachers in Palembang public elementary schools will be more effective if school management supports professional development. This is in line with research by Cempaka et al. (2023), which shows that the managerial competence of school principals and leadership styles affect the performance of State Junior High School teachers in Kayuagung District by 71.2%, close to 78.6% here. The difference lies in the broader X variable, but the similarities in Y teacher performance and the quantitative approach reinforce that management aspects such as supervision can be key interventions to improve teacher effectiveness (Cempaka et al., 2023).

The findings of this study also underline the integration of school management with leadership elements, where the influence of 21.3% reflects how structured administration improves teacher motivation and productivity. The use of SPSS for hypothesis testing guarantees statistical validity, with a low t-count indicating a strong relationship. The relationship can be seen in the research of Rasa (2023), which

found that the principal's leadership style and the completeness of infrastructure facilities significantly affect the performance of State Junior High School teachers in Mesuji Regency, both partially and interactively. The difference in variable X (leadership and means vs. school management), but similarities in Y teacher performance and quantitative methods show that management as the dominant variable can mediate supporting factors, so that the contribution is 78.6% higher than the combined elements in the Feel study (Santi et. al., 2023).

In the perspective of supervision and administrative support, school management proves to be a key driver of performance, where the improvement of management directly reduces operational barriers for teachers. In Palembang State Elementary School, this has implications for the need for managerial reform to optimize 21.3% of the influence. The research of Mardiah et al. (2022) supports the finding that clinical supervision and principals' leadership have a significant and positive influence on teacher performance at SMA Sub Rayon 18 Palembang, where teacher effectiveness is directly related to managerial support. Differences in variable X and place of study, but similarities in Y teacher performance and quantitative methods confirm the pattern that strong management as shown by the significance of t-calculation here can be applied across levels to substantially improve performance (Mardiah et al., 2022).

This study emphasizes the role of school management in the context of certification and competence, where the influence of 21.3% shows that a good school structure strengthens the implementation of teacher development programs. Other factors such as 78.7% can be overcome through the integration of management with motivation. This is enriched by Hidayati et al. (2021), who identified that the leadership of school principals, school committees, and their combined effects have a substantial impact on the performance of State Junior High School teachers in Muaradua Regency, with variables X1 and X2 involving administrative aspects similar to management here. The equation on Y teacher performance and quantitative methodology reinforces that the influence of school management as the main factor is consistent, even at the junior high school level (Hidayati et al., 2021).

Finally, these findings enrich the literature with empirical evidence that school management is a pillar of teacher performance in public elementary schools, with potential for regional replication. Related to Rusdiana et al. (2023) on certification and motivation at Kertapati Palembang Junior High School, Ningsih et al. (2020) on leader-member exchange at private vocational schools, Franky et al. (2021) at Kebon Jeruk Junior High School, Zulfakar et al. (2020) on organizational culture, Antoni et al. (2023) at Kayuagung High School, Anam et al. (2023) at MAN Sampang, Mandasari et al. (2023) at MA Padang Lawas, Mohamad Akuba et al. (2021) at Gorontalo High School all highlighted how management supports other variables, albeit with differences in variable X, for the overall influence on Y teacher performance (Rusdiana et al., 2023; Ningsih et al., 2020; Franky et al., 2021; Zulfakar et al., 2020; Antoni et al., 2023; Anam et al., 2023; Mandasari et al., 2023; Akuba et al., 2021). Overall, this study confirms the

priorities of school management for the transformation of primary education in Palembang.

Analysis of the influence of Teacher Competence and School Management on Teacher Performance

The results of this study analysis showed that the competence of teachers and school management together had a significant influence on teacher performance by 77.2%, while 22.8% of performance variations were influenced by other factors. The third hypothesis test using SPSS version 26 produced a t-count of 5.342 which is greater than the t-table of 0.2096, with a significance value of 0.002 less than 0.05, so that the hypothesis is accepted and confirms the theoretical framework of thought that these two variables simultaneously and positively affect the performance of teachers at SD Negeri Kecamatan Ilir Barat I Palembang. These findings confirm that the achievement of optimal teacher competencies, supported by effective school management, will improve teaching effectiveness and overall student achievement. This is in line with the research of Jaliah et al. (2020), which found that the leadership and management of school principals have a positive and significant influence on teacher performance at SMP Negeri Prabumulih, both partially and combined, with similar management aspects supporting teacher competence for substantial contributions such as 77.2% here (Jaliah et al., 2020).

The simultaneous influence of 77.2% indicates that the integration of teacher competencies such as pedagogic and professional mastery with school management, including planning and supervision, is the main foundation of performance at the public elementary school level. In the context of Palembang, an increase in these two variables can reduce dependence on external factors such as motivation or infrastructure. This research is strengthened by Cempaka et al. (2023), who show that the principal's leadership style and managerial competence affect the performance of State Junior High School teachers in Kayuagung District by 71.2%, approaching 77.2% here through a similar simultaneous approach. Equations on variable Y teacher performance and quantitative methods confirm that school management can mediate teacher competence, despite differences in specific X variables (leadership style vs. general management) (Cempaka et al., 2023).

Furthermore, a simultaneous analysis with a significance of 0.002 highlights the synergy between teacher and school management competence in improving teaching effectiveness, where management provides structural support for competency development. These findings are relevant to Hidayati et al. (2021), who identified that the leadership of principals and school committees as management elements has a substantial impact on the performance of State Junior High School teachers in Muaradua Regency, with a combined effect that supports overall teacher competence. Equations on simultaneous influence and quantitative methodology reinforce that a

contribution of 77.2% can be achieved through the integration of these variables, although the loci are different (Hidayati et al., 2021).

In the perspective of certification and motivation, the simultaneous influence of competence and management of 77.2% reflects how a good school structure strengthens the qualifications of teachers for optimal performance. Another factor of 22.8% can be integrated through school-based programs. Research by Rusdiana et al. (2023) supports the finding that teacher certification and work motivation supported by management have a positive effect on the performance of State Junior High School teachers in Kertapati District, Palembang, with a similar quantitative descriptive method. The similarities in the combined influence and loci of Palembang confirm the synergy of these variables, although variable X is different (Rusdiana et al., 2023).

This research emphasizes integration with leader-member exchange, where school management mediates the relationship between teacher competence and performance. With a significance of 0.05, these findings confirm the theoretical framework for the transformation of primary education. This is in line with Ningsih et al. (2020), who revealed the direct and indirect influence of competence and certification on the performance of private vocational school teachers through leader-member exchange, with simultaneous conclusions similar to 77.2%. The similarity of quantitative methodology and variable Y reinforces generalizations, despite differences in research locations (Ningsih et al., 2020).

In addition, simultaneous regression analysis shows a high determination coefficient, where competence and management are the main drivers of performance. The practical implication is a joint development program for teachers and school administrators. The research of Franky et al. (2021) complemented the correlation of 0.798 or 63.7% between certification and competence on the performance of State Junior High School teachers in Kebon Jeruk District, with regression equations that supported the combined influence. Despite the lower percentage, a similar simultaneous pattern shows a potential increase of up to 77.2% with stronger management (Franky et al., 2021).

In the context of organizational culture, the simultaneous 77.2% influence highlights how school management enriches teacher competence in a collaborative environment. Research by Zulfakar et al. (2020) strengthens with a significant influence of organizational culture, competence, and certification on teacher performance, separately or combined. The equation on the variables of certification and teacher performance confirms that integration with management can achieve a higher contribution as here (Zulfakar et al., 2020).

Finally, the implication of these findings is the need for competency and management synergy for optimal teacher performance, with reliable SPSS testing. Relation to Feeling (2023) on leadership style and infrastructure at Mesuji Regency State Junior

High School, Mardiah et al. (2022) on supervision at Palembang High School, Antoni et al. (2023) on certification at Kayuagung High School, Choirul Anam et al. (2023) on knowledge at MAN Sampang, Mandasari et al. (2023) on culture at MA Padang Lawas, Akuba et al. (2021) on allowances at Gorontalo High School, Nurain et al. (2023) on management at SDN Enrekang all highlighted the combined influence of supporting variables on teacher performance, albeit with differences in variable X, for a consistent simultaneous pattern (Santi et al., 2023; Mardiah et al., 2022; Antoni et al., 2023; Anam et al., 2023; Mandasari et al., 2023; Mohamad Akuba et al., 2021; Nurain et al., 2023). Overall, this study enriched the literature with empirical evidence of the synergy of teacher and school management competencies in Palembang public elementary schools, with the potential for wide replication.

Based on the results of this study analysis, it can be concluded that the competence of teachers and school management simultaneously has a positive and significant influence on the performance of teachers of SD Negeri Ilir Barat I District Palembang by 77.2%, with hypothesis testing through SPSS version 26 which shows $t\text{-count } 5.342 > t\text{-table } 0.2096$ and significance $0.002 < 0.05$, thus confirming the theoretical framework that the integration of these two variables is the main foundation in increase teaching effectiveness, creativity, punctuality, and work ethics of teachers, while 22.8% of the variation is influenced by external factors such as motivation or infrastructure that can be minimized through holistic policies. These findings are in line with previous research such as Jaliah et al. (2020) and Cempaka et al. (2023) which highlighted the combined influence of management and leadership up to 71.2%, as well as Hidayati et al. (2021); Rusdiana et al. (2023); Ningsih et al. (2020); Franky et al. (2021); Zulfakar et al. (2020), and other studies (Santi et al., 2023; Mardiah et al., 2022; Antoni et al., 2023; Anam et al., 2023; Mandasari et al., 2023; Akuba et al., 2021; Nurain et al., 2023), which consistently underlines the synergy of supporting variables on teacher performance through a similar quantitative approach, albeit with variations of X variables and locus, so that this study enriches the literature with contextual empirical evidence at the Palembang primary education level, recommending an integrated development program for the transformation of continuing education.

D. Conclusion

This study conclusively demonstrates that both teacher competence and school management exert a positive and significant influence on the performance of State Elementary School teachers in Ilir Barat I District, Palembang. The key findings reveal that, partially, teacher competence accounts for 57.8% of the variance in teacher performance ($t=2.330, p=0.032$), while school management explains 21.3% ($t=2.357, p=0.022$). Simultaneously, these two factors collectively explain 77.2% ($R\text{ Square} = 0.772$) of teacher performance, confirming their powerful combined effect. The remaining variance (22.8%) is attributed to other factors not examined in this research. The practical implications are substantial for educational policymakers and school administrators. To enhance teacher performance, interventions must be dual-focused.

First, continuous professional development programs are essential to strengthen pedagogical content knowledge, teaching skills, and teacher certification directly targeting competency improvement. Second, there must be a parallel investment in strengthening school management systems, including leadership training for principals, the implementation of transparent and supportive administrative procedures, and the fostering of a collaborative school culture. This integrated approach ensures that improved individual capability is effectively leveraged and sustained by a well-managed institutional environment. For future research, it is recommended to investigate the 22.8% of influencing factors not covered in this study, such as teacher motivation, work climate, parental support, or technological infrastructure. Employing a mixed-methods approach could provide deeper qualitative insights into the mechanisms through which competence and management affect daily teaching practices. Furthermore, longitudinal studies would be valuable to assess the long-term impact of competency and management interventions. Finally, replicating this study in different geographical or institutional contexts (e.g., private schools or other districts) would help determine the generalizability of these findings and contribute to a more comprehensive model of teacher performance determinants.

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